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AUTHOR	Reed, Gail
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ABSTRACT

Prepared for high school students, this course in Home and Family Education focuses upon the attitudes, events and ceremonies, both traditional and contemporary, surrounding engagement and marriage in our society. The course addresses itself to nine behavioral outcomes that should result from the multimedia resources and learning activities suggested. The course content deals with personal assessment of values and expectations concerning marriage and family living, interpersonal relationships, love relationships, and human sexuality. The course examines the traditions and customs surrounding marriage in terms of courtship and engagement, ceremonies, civil and religious laws, and customs in other cultures. Finally, it discusses possible predictors of marital success such as maturity, role expectations, commitment, and earlier adjustments. The report contains an exhaustive bibliography of books, pamphlets, periodicals, films, filmstrips, charts and posters which pertain to marriage and home life. (Author/LAA)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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RINGS 'N THINGS

Home and Family Education--2618.01

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Home and Family Education

Written by

Gail Reed

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1972

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COURSE DESCRIPTION

This course focuses upon the attitudes, events and ceremonies, both traditional and contemporary, surrounding engagement and marriage in our society. The consideration of such factors as values and goals, relationships with others, life styles, cultural background, age, religion, education, and changing societal conditions and roles as they affect the establishment and predictable success of married life in our society will be assessed.

COURSE ENROLLMENT GUIDELINES

This course should be available to any interested senior high school student.

RATIONALE

Today, many people are aware of the fact that all kinds of choices made before marriage have a direct effect on eventual success in that unique and hopefully enduring relationship. There are a multitude of factors involved in achieving maturity, in evolving comfortable relationships with others, and in possibly establishing a marriage partnership. The successful accomplishment of any or all of these goals does not have to be left to chance. Young people can become aware of how to take best advantage of the freedom of choice and range of activities available to them. But what constitutes effective use of this freedom? What are constructive activities that contribute toward positive personal development? On what basis can individual maturity be evaluated? How do changing societal conditions and roles affect preferences in life styles which may or may not include a marital relationship? How does one establish a workable set of values and discover personal expectations of marriage? How does one learn to realistically perceive a prospective marriage partner? This course is designed to help students search out the answers to these and related questions in the belief that awareness and thoughtful concern can minimize the disenchantment that might otherwise accompany their full adult status.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Consultant, and Mrs. Betty Morrow, Teacher-Coordinator, Home and Family Education.

MAJOR GOALS

1. The student will gain personal insight into such factors as his attributes in relationships with others, attitudes and values related to human sexuality,expectations of marriage, and how changing societal conditions and roles have affected these factors.

2. The student will develop increased understanding of the societal customs surrounding courtship and marriage, and the relationships of ceremonies and laws associated with these customs to married life.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Analyze personal values and expectations of marriage and family living in terms of changing societal conditions and roles.

2. Assess personal contributions and liabilities in relationships with others.

3. Develop personal interpretations of the meaning of love and analyze types of meaningful relationships.

4. Interpret how one's attitudes and values related to human sexuality influence his decisions and life style.

5. Formulate reasons for the traditional courtship and engagement period before marriage in our society and analyze its relationship to marital success.

6. Investigate the courtship and marriage customs of various cultures and subcultures as they relate to interpersonal relationships and societal needs.

7. Evaluate the relationship of wedding ceremonies and civil and religious laws as they relate to married life in our society.

8. Assess personal maturity and role expectations in terms of readiness for commitment to a lasting relationship.

9. Analyze the function of the traditional honeymoon period in terms of typical early marital adjustments.

COURSE CONTENT

I. Personal assessment

A. Values and expectations concerning marriage and family living
   1. Personal interpretations
   2. Influencing factors
      a. Personal background
      b. Societal changes
   3. Personal life span predictions
B. Interpersonal relationships
   1. Personality and character development
   2. Assets and liabilities
C. Love relationships
   1. Basic need for love
   2. Types of love
   3. The American dream of romance
   4. Love in marriage
D. Attitudes and values related to human sexuality
   1. Origin
   2. Concept of morality
   3. Consequences of alternate courses of action
   4. Personal decision-making skills

II. Traditions and customs

A. Courthip and engagement
   1. Purposes
   2. Relation to marital success
   3. Re-evaluation of relationship
   4. Establishing systems of communication
B. Investigations of customs in other cultures
C. Ceremonies
D. Civil and religious laws

III. Possible predictors of marital success

A. Maturity
B. Role expectations
C. Commitment
D. Earliest adjustments

BEHAVIORAL OUTCOME: 1. Analyze personal values and expectations of marriage and family living in terms of changing societal conditions and roles.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Participate in a "round robin" discussion in which each class member briefly describes personal interpretation of the following terms: marriage, family living. React to the statement, "Marriage is a way of life rather than a goal or destination." Orally or in writing, describe personal expectations of the role of a husband and of a wife. Describe how one expects to fulfill the role of a husband or of a wife. Brainstorm for all the tasks a husband "should" take care of in and around the home. Make a class list noting those tasks or activities upon which there is the most agreement and the least agreement. Make another list for a wife. Write a paragraph which describes personal viewpoint on how a mother and a father each, ideally fulfill their respective roles. Compare descriptions and list a few of the characteristics and activities upon which there is the most and the least agreement among class members. In groups, discuss possible reasons for class agreement or lack of it on certain items. Consider the following: How and when do individuals develop these role expectations? What is the relationship between one's concept of masculinity and femininity and roles in married life, especially those concerned with the division of labor and the tasks associated with "housework?"	Relationships: A Study in Human Behavior pp. 240-269 When You Marry pp. 165-170 Your Marriage and Family Living Chapter 12 Married Life pp. 33-50, 196-197 Sourcebook in Marriage and the Family, "Observational Studies of Husband-Wife Interaction in Decision-Making Male and Female The Feminine Mystique Family Life and Sex Education: Curriculum and Instruction pp. 212-213 Films: Choosing Your Marriage Partner To Be a Man To Be a Woman Filmstrips: Masculinity and Femininity What is Marriage?

BEHAVIORAL OUTCOME: 1. Analyze personal values and expectations of marriage and family living in terms of changing societal conditions and roles. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	How do these concepts affect one's expectations of a husband or wife? How is role expectation a predictor of one's role satisfaction and success? What is the relationship of traditional vocational expectations to family-related role expectations? Individually or in small groups, research and report on the traditional division of labor and the behavior patterns of husbands and wives in various American subcultures. Compare these to present trends. Summarize changes in trends. Listen to a special student report on a novel which depicts traditional husband-wife or father-mother roles and family living patterns. React in terms of today's life styles. Listen to a report on an article which predicts future family living patterns and/or husband-wife, father-mother roles. Orally or in writing, describe reactions to these predictions.	Periodicals: Harpers, October 1962, "Growing Up Female" Harpers, September 1970, "The Struggle for Sexual Identity" Ladies Home Journal, August 1970, "The New Feminism" Look, September 22, 1970, "Motherhood --Who Needs It?" Redbook, May 1965, "How Women See Themselves" Leaflets: When I Grow Up I'm Going to be Married Appendix Span Plan Chart Appendix Pamphlet: Changing Patterns of Women's Lives Films: Modern Women: The Uneasy Life Posters: Women's Movements in Our History Resource agency: Council for the Continuing Education for Women
According to a recent U.S. Department of Labor report, "Most girls have a romantic image of life: school, marriage, a family --and they live happily ever after. But this is not the complete picture. A more accurate life pattern of the modern woman includes school, work and/or marriage, rearing a family (sometimes cotinuing to work by either choice or necessity), and a return to work when the youngest child is in school."	Interview a grandparent who seems to have "kept up with the times." What is the "secret formula" for success at this? Discuss how one can learn to adapt to change. Participate in the game, When I Grow Up I'm Going to be Married. Discuss the difficulty of predicting and preparing for future roles. Illustrate how the various stages of the family life cycle are changing in terms of length. Based on current statistics, predict the years in which the girls in class will likely be employed, etc. (The Span Plan Chart may be used by the girls for this activity.)	

BEHAVIORAL OUTCOME: 1. **Analyze personal values and expectations of marriage and family living in terms of changing societal conditions and roles. (Continued)**

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Nine out of 10 girls will work sometime during their lives. About half the women in the population between 18 and 65 are in the labor force, and the percentage continues to rise rapidly.	Summarize the causes of confusion in the modern woman's role and how personal expectations often need to be adjusted in terms of reality. Discuss how the male role has changed. What are some of the causes of these changes? Invite a guest speaker to discuss the changing roles of women and men. Summarize by discussing the statement, "The so-called Women's Liberation Movement can be more aptly referred to as the Human Liberation Movement."	

BEHAVIORAL OUTCOME: 2. **Assess personal contributions and liabilities in relationships with others.**

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss and define the term, personality. What are personality traits? List and describe factors that influence personality development. Listen to brief special reports on various theories of personality development.	Married Life pp. 30-40 When you Marry Chapter One, pp. 25-47
	Write a page entitled "A Self-Portrait" which describes one's own personality and character-traits as they are perceived.	
	Interview and be interviewed by a partner in class. Each one record observations on the other's personality. Exchange and compare to own. Why is it difficult to "see ourselves as others see us?"	Relationships: A Study in Human Behavior pp. 12-40, 107-125
	Orally or in writing, describe personality and character traits of a person known very well. From these, prepare two class lists, one of those traits most often mentioned as most admired or desirable, the other of those most often mentioned as least admired or desirable. Discuss ways young people can improve their personalities.	Marriage for Moderns pp. 217-221
	Make a personality inventory and indicate ways of self-improvement. Embark upon a personality improvement plan. Keep a record or a diary of progress noting the circumstances which seem to encourage successes or failures. Summarize results at the end of a specified length of time.	
	Present a skit or write a case study in which a person's self concept functioned as a determiner of a particular course of action.	Filmstrip: Reflections of Myself: The Adolescent Experience

BEHAVIORAL OUTCOME: 2. Assess personal contributions and liabilities in relationships with others. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss the "when" and "how" of character development. How is one's character a part of his personality? Is the formation of character always a conscious process? How can one person realistically perceive the character of another person? Discuss the relative "suitability" of various different personality types as marriage partners. What is meant by the saying, "opposites attract?" Do such combinations necessarily make for workable relationships? Why or why not? How does a person realistically "get to know" another person? Why is it very important to try to do this especially when contemplating marriage? Analyze situations in which an interest, skill, talent or dedication would be an asset to a relationship with one person and the same trait a liability to a relationship with a different person. Which relationship would probably be more durable? Why? In Relationships: A Study in Human Behavior, maturity is defined as, "the ability to face your assets and your liabilities and to handle them intelligently." With this definition in mind, rate personal growth toward maturity. Summarize personal traits, skills, talents, handicaps, etc, considered assets and those considered liabilities in relationships with others.	

BEHAVIORAL OUTCOME: 3. Develop personal interpretations of the meaning of love and analyze types of meaningful relationships.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Brainstorm for different meanings of the term, love. Prepare a bulletin board display of pictures which illustrate different interpretations of the meaning of love or different types of love, and/or the stages of love. Identify types of love. Give examples of the many ways these different types of love may be expressed. Develop class lists of the characteristics of love and of infatuation. Give examples. Discuss the elements of romance in love; the difference between love and romance; the difference between love and physical attraction. Role-play or present a skit which illustrates a person describing how it feels to be "in love." Participate in a class assessment of the elements of love, romance or infatuation which may be expressed. Collect examples of the emphasis on romance or the romantic element of love in advertisements, movies, TV programs, novels, songs, short stories, etc. Note those which rely heavily on "sex-appeal." Prepare a bulletin board display. Discuss the possible consequences of the heavy emphasis on romance and sex appeal in the areas above. How do these contribute toward one's expectations of love and marriage? Interpret the following quotation: "The pathos of modern marriage lies in the discrepency between romantic fantasy and dull domesticity."	Relattionships: A Study in Human Behavior pp. 2-7, 172-183, 187-188 Married Life Chapter 6 Marriage for Moderns pp. 77-89 When You Marry pp. 12-16, 29-43 Masculinity and Femininity pp. 22-25

BEHAVIORAL OUTCOME: 3. Develop personal interpretations of the meaning of love and analyze types of meaningful relationships. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Analyze the elements of love as described in the lyrics of several popular songs.	
	Analyze the relevancy of the Wheel theory of love as found in The Social Context of Marriage.	The Social Context of Marriage pp. 189-190
	Complete the "Love Scale" in Married Life. Generalize the characteristics of mature love referred to in this scale. Choose the most and least important statements in the scale. Defend choices.	Married Life pp. 148-149
	Discuss the accuracy of the following quotes: "Love is all that matters." "Love conquers all." "...and they both lived happily ever after." "Absence makes the heart grow fonder." "Absence makes the heart go wander." "It was love at first sight."	Film: To Be in Love
	Listen to a special report on the history of romantic love and the development of the pattern in our culture of marrying for love.	
	Listen to a brief report on the story, "Romance" by William Saroyan from Twenty Grand Short Stories. Participate in a discussion of the elements of love, romance and/or infatuation as described in the story.	Twenty Grand Short Stories
	Identify the three kinds of love that enhance a mature relationship.	Filmstrip: Love and Marriage
	Role-play how love might be expressed between: Brother and sister Mother and daughter Father and daughter Grandmother and granddaughter Discuss cultural differences.	

BEHAVIORAL OUTCOME: 3. Develop personal interpretations of the meaning of love and analyze types of meaningful relationships. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss these statements: "Love is not a valid basis for marriage." "One loves that for which one labors, and one labors for that which one loves. Love counts the cost but moves regardless of the price." Erich Fromm "Respect means the concern that the other person should grow and unfold as he is.. as he is, not as I need him to be as an object of my use." Erich Fromm Listen to a special student report on the book, The Art of Loving. Write a paragraph or page which summarizes personal interpretations of a love relationship.	The Art of Loving

BEHAVIORAL OUTCOME: 4. Interpret how one's attitudes and values related to human sexuality influence his decisions and life style.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Buzz-group discussion topics: What is sexuality? When does education in sexuality begin? How are attitudes and values related to sexuality acquired? What is a personal code of ethics? What is the purpose of a personal code of ethics? What is the relationship between a code of ethics and the concept that we do not live in a vacuum, what we do has an effect on others? Review the process of human reproduction. Discuss the ideas contained in "Human Sexuality" from Family Life and Sex Education: Curriculum and Instruction. React to the story, "If They Had Only Waited," from Family Life and Sex Education: Curriculum and Instruction. Refer back to the discussion of masculinity and femininity as definers of husband and wife roles, lines of demarcation in traditional division of labor, husband-wife authority patterns, dominant and submissive behavior pattern setters, and influencers of role-expectation. Describe how attitudes and values in each of these factors influence manners and morals and become part of one's philosophy of life. How does one's self concept also influence his manners, morals and philosophy of life? Panel discussion: Societal changes have caused changes in sex mores.	Relationships: A Study in Human Behavior pp. 193-202 Married Life pp. 41-56 When You Marry pp. 119-122 Teenagers and Sex pp. 5-65, 88-99 Family Life and Sex Education: Curriculum and Instruction pp. 181, 235-240 Masculinity and Femininity pp. 1-10, 19-25 Love, Sex and the Teenager pp. 87-90 Film: Phoebe - The Story of A Premarital Pregnancy

BEHAVIORAL OUTCOME: 4. Interpret how one's attitudes and values related to human sexuality influence his decisions and life style. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss and give examples of "What is Moral and What is Immoral?" Describe how this criteria could be applied to decisions relating to various aspects of personal conduct or in assessing the conduct of others.	Family Life and Sex Education: Curriculum and Instruction p. 185
	Discuss the ideas expressed in "The Great Debate: Sexual Intercourse Before Marriage," found on p. 151 in Family Life and Sex Education: Curriculum and Instruction.	Family Life and Sex Education: Curriculum and Instruction pp. 151-152, 149-150, 210-211
	Write a paragraph of personal reactions to "Premarital Sexual Involvement Levels" which includes a statement on how an awareness of the psychology behind the behavior at each of the levels could enhance one's self-understanding and the understanding of the feelings and actions of others. Also include a statement about how this understanding can assist one in determining personal behavior.	Filmstrips: Being Responsible About Sex and Love Sexual Values in Society Why Wait Till Marriage?
	React to the statement: "Sexual conduct cannot be a private affair."	
	Make a class list of the consequences of sexual intercourse before marriage and the consequences of chastity. How does a knowledge of the consequences of different courses of action fit into a plan for determining one's pattern for solving problems?	
	Research and present an oral or written report on current life styles. Discuss the societal and environmental changes that appear to be responsible for these trends.	Relationships: A Study In Human Behavior pp. 306-314
	Predict personal life style after high school or college. State reasons for this prediction.	

BEHAVIORAL OUTCOME: 5. Formulate reasons for the traditional courtship and engagement period before marriage in our society and analyze its relationship to marital success.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	In one sentence write personal opinion on the implication(s) of an engagement ring. Exchange papers and listen to opinions expressed by class members. Collect cartoons on courtship and engagement for display on the bulletin board. Interview engaged couples and married couples for opinions on the purposes and importance of the engagement period. Compare opinions collected in above activity and reaction of class members to research and reports on the purposes of the engagement period throughout various periods of history. Present a skit or write a case study in which a relationship between two people proceeds from courtship to engagement. Evaluate these as to the quality or depth and meaningfulness of the relationship and predict possible success or failure of the marriage and problems or adjustments with which the couple might have to deal. Determine the characteristics of a successful engagement as indicated by research. Discuss "Growing Toward Marriage: In What Stage Are You?"	When You Marry pp. 71-91 Relationships: A Study in Human Behavior pp. 230-235 Personal Adjustment, Marriage and Family Living pp. 165, 184-196 Married Life pp. 106, 131, 197-204 Marriage for Moderns pp. 196-282 Your Marriage and Family Living Chapter 10 Pamphlet: Teen Love, Teen Marriage Chapter 4 Family Life and Sex Education: Curriculum and Instruction p. 187

BEHAVIORAL OUTCOME: 5. Formulate reasons for the traditional courtship and engagement period before marriage in our society and analyze its relationship to marital success. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss "Motivations for Marriage That Cause Conflicts" from Family Life and Sex Education: Curriculum and Instruction. Describe how an engaged person might discover one or more of these undesirable motivations in himself/herself or in the other person during the engagement period.	Family Life and Sex Education: Curriculum and Instruction p. 213
	Discuss or debate: The relationship between propinquity and engagement success or failure. If a marriage ends in divorce, the engagement period was a failure. "The course of true love never runs smoothly." An engagement period can be too long.	
	React to this statement made by an engaged person: "My fiancee and I have never had a fight." What questions might each of these young people want to ask themselves?	
	Study "Establishing Systems of Intellectual and Emotional Communication." Describe ways these systems may be begun or further developed during the engagement period.	Family Life and Sex Education: Curriculum and Instruction pp. 206-207
	Participate in a game of Charades in which the title of a book, movie, popular song or well-known brief quotation is communicated to the class without the use of words. Identify elements of communication other than the spoken word.	Married Life pp. 204-214 When You Marry pp. 205-213, 82-84
	Demonstrate the various feelings that can be communicated by altering the inflection and tone of voice while using the same words or phrases, i.e., "Hello, dear, I'm so glad to see you."	Relationships: A Study in Human Behavior pp. 70-84

BEHAVIORAL OUTCOME: 5. Formulate reasons for the traditional courtship and engagement period before marriage in our society and analyze its relationship to marital success. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Brainstorm for ways of establishing or re-establishing effective communication.	Film: Engagement: Romance and Reality
	Role-play or present skits which demonstrate the usefulness of effective communication or "constructive quarrelling" in solving a problem or proceeding toward resolution of it.	
	Develop a checklist which could indicate whether or not a couple is quarrelling effectively.	
	Write two dialogues which illustrate ineffective and effective verbal communication between two people. Listen to the reading of several dialogues. Evaluate results.	
	Read the list of factors given in "Predicting Success in Marriage-Premarital Factors." Role-play, present skits or write case studies in which situations or experiences are described which would provide a couple with an opportunity to discover the existence of these factors. Discuss the problems that might be encountered in instances where each of these factors might not exist.	Family Life and Sex Education: Curriculum and Instruction p. 192
	Consider the six items in "Discussion Guide: How to Assess Your Family Background."	Family Life and Sex Education: Curriculum and Instruction p. 193
	Plan ways for becoming better acquainted with prospective in-laws. Discuss the possible misconceptions that can arise from attempting to do this only through pre-planned social occasions. How can one get to know others without the display of "company manners?"	

BEHAVIORAL OUTCOME: 5. **Formulate reasons for the traditional courtship and engagement period before marriage in our society and analyze its relationship to marital success. (Continued)**

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Analyze personal attitude toward spending money. Compare with the spending attitudes of someone known well. Evaluate the compatibility of these two different attitudes if they prevailed in a marriage. What, if any, are the problems that might arise?	Relationships: A Study in Human Behavior pp. 160-170
	Role-play situations about money that lead to conflict. Indicate how the engagement period may help to resolve these conflicts.	Married Life pp. 214-216
	Discuss the pros and cons of parental financial support of married children.	
	Discuss the various causes of adult offspring feeling threatened by aging parents.	
	Possible large or small group discussion topics: "The happiness of one's parents in their marriage is the most important single predictive factor in judging one's own probable marital happiness." Ways of handling parental objections. Accuracy or relevancy of the Irish saying, "Mary an island woman and you marry the whole island."	Marriage for Moderns pp. 204-205
	Complete the checklist entitled, "When an Engagement Should be Re-evaluated."	Family Life and Sex Education: Curriculum and Instruction pp. 190-191
	Write a case study illustrating an engagement that needs to be re-evaluated. Analyze several case studies read in class.	When You Marry pp. 102-106
	Develop a questionnaire for individuals to use which might determine whether or not an engage engagement is fulfilling its desired purposes.	Your Marriage and Family Living pp. 213-217

BEHAVIORAL OUTCOME: 6. Investigate the courtship and marriage customs of various cultures and subcultures as they relate to interpersonal relationships and societal needs.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	List the various forms of marriage. Investigate various countries or cultures in which these forms have been or are still presently being used. Identify the societal needs which might indicate reasons for the prevalence of this particular form. Draw comparisons between wedding customs of other countries or cultures and some of those historically traditional in our culture and customs which are still prevalent today in their same form or some variation. Discuss the implications of customs reported in the activities above to the interpersonal relationship of the couple and the needs of that society. Invite a foreign student, visitor or immigrant to describe courtship and marriage customs of his native country. Report on current changes in the wording of traditional ceremonies of various religions. Propose reasons for these changes. Report on the non-traditional type of wedding in which rites and all phases of the ceremony are planned by the major participants. Discuss reasons for what appears to be the increasing popularity of this type of ceremony.	Married Life pp. 223-249, 271-278 Marriage for Moderns pp. 286-301 Your Marriage and Family Living pp. 232-224

BEHAVIORAL OUTCOME: 7. Evaluate the relationship of wedding ceremonies and civil and religious laws as they relate to married life in our society.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	After investigating the legal requirements of wedding ceremonies, create a personally desired wedding. Include the reception or any other festivities desired for participants and guests (if any). Estimate costs for bride, groom and/or their families. Discuss advantages and disadvantages of secret weddings and elopements. Describe circumstances under which these two types of ceremonies are often used. Write a paragraph which describes personal views on the most significant part of one of the more traditional types of wedding ceremonies in the U. S. and the relationship of this to the married life of the couple. Listen to a report on the current trend toward marriage contracts. What is their purpose? Are they legal documents?... could they be? Write a marriage contract between one's self and hypothetical or prospective husband or wife. Compare to those written by other class members. Draw inferences regardind differences. Discuss reasons for states passing laws regulating marriage. Listen to a lawyer speak on Florida laws which apply to marriage and the family. What are the changing trends in these laws? What is the significance of these trends to married life? Investigate the procedures necessary in securing a marriage license.	Your Marriage and Family Living pp. 232-224 Marriage for Moderns pp. 286-301 Married Life pp. 223-249, 271-329 Resource person: Lawyer

BEHAVIORAL OUTCOME: 7. Evaluate the relationship of wedding ceremonies and civil and religious laws as they relate to married life in our society. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Research Florida laws regarding: Annulment Pre-marital examinations Breach of promise Inter-marriage Propose reasons for laws regarding marriages of affinity and consanguineous marriages.	

BEHAVIORAL OUTCOME: 8. Assess personal maturity and role expectations in terms of readiness for commitment to a lasting relationship.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Not all persons who are heterosexual, sociable, and independent represent a high level of maturity in our complex civilization. This independence should go further. The best example of the mature person is one who not only supports himself but also controls to some extent his environment. Instead of being completely subjected to the forces of the outside world, he takes part in molding these forces. He recognizes his talents, and sees his place in the world; he sees future goals and moves toward them. Maturity brings with it a point of view of life. If this is adequately verbalized, it deserves the title of a philosophy of life. ....To be philosophically mature, one must understand one's self, one's values and one's goals. Maturity has many facets and one's growth toward maturity is never completed. Adapted from Relationships: A Study in Human Behavior	Buzz session: List the characteristics of maturity. List both mature and immature acts or attitudes noticed in selves or others recently. Write a brief sketch about the most mature person personally known. Rate personal maturity by writing a page which describes personal "stage and ages" of maturity (as explained in Relationships: A Study in Human Behavior). Westlake states that emotional maturity contributes more than anything else to happiness in marriage. Discuss the characteristics of emotional maturity and the implications of Westlake's statement. Listen to a panel discussion on the ideal age for marriage. Determine the risks of early marriage as indicated by research. From Family Life and Sex Education: Curriculum and Instruction, discuss "Why is Marriage Choice More Difficult Today?" from the standpoint of the implication of the views expressed on personal role expectation of and readiness for marriage. Study the "Hypothesized Characteristics and Outcomes of Young Marriages, Forecast of Marital Competence and Satisfaction from Married Life. In which column would most personal characteristics fall? In which column would most of prospective husband's/wife's characteristics fall?	Relationships: A Study in Human Behavior pp. 41-50, 220-232, 236-238 Posters: What Makes a Successful Marriage? Married Life pp. 161-191 When You Marry pp. 122-127 Marriage for Moderns pp. 206-215 Your Marriage and Family Living pp. 177-180, 441-443 Pamphlet: Teen Love, Teen Marriage Chapter 5 Teenage Marriage and Divorce pp. 15-20 Films: Do They Marry Too Young? Worth Waiting For Filmstrip: And They Lived Happily Ever After? Family Life and Sex Education: Curriculum and Instruction pp. 91-92, 194-195 Married Life p. 190

BEHAVIORAL OUTCOME: 8. Assess personal maturity and role expectations in terms of readiness for commitment to a lasting relationship. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Write personal reactions to "Outline for Self Study: Maturity for Marriage." Discuss term, commitment. Write a paragraph describing personal interpretation and implication of this term.	

BEHAVIORAL OUTCOME: 9. Analyze the function of the traditional honeymoon period in terms of typical early marital adjustments.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Have a buzz-session or brainstorm for the types of adjustment that may occur during the period of the honeymoon. Discuss how the type of honeymoon might affect the type and extent of early adjustment a couple experiences. Listen to a panel of married couples discuss adjustments in the earliest days of marriage. Survey the panel as to what they would do the same or differently if they were to make a similar discision now. Small or large group discussion topics: What type of honeymoon is ideal? Differences in viewpoint on honeymoon places that would be ideal between male and female Causes for honeymoon "disasters" Environmental or societal pressures making early marital adjustment more difficult Pros and cons for a delayed honeymoon The implications of the saying, "The honeymoon is over..."	Married Life pp. 204-217
Note: Students wishing to pursue this topic further should be encouraged to enroll in the quinmester course of study, Marriage Day By Day.	Write a case study which describes a couple beginning to make some of the transitions that are ideally begun in the earliest days of marriage. Write another case study in which the opposite is true. Assess accuracy of presentations after listening to various case-studies read by class members.	

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Ladies' Home Journal. August 1970, "The New Feminism "

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Changing Patterns of Women's Lives. Women's Bureau, U.S. Department of Labor, Superintendent of Documents, Washington, D.C. 20402. $.10.

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1. Charts and Posters

   What Makes a Successful Marriage. J. Weston Walch, Publisher, Portland, Maine 04104. Set of 18 posters. $3.50.

   Women's Movements in Our History. J. Weston Walch, Publisher, Set of 18 posters. $3.50.

2. Films

   Choosing Your Marriage Partner. Coronet, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601. Rental fee.

   Do They Marry Too Young? National Educational Television Film Service, Audio-Visual Center, Indiana University, Bloomington, Indiana 47401. Rental fee.

   Early Marriage. 25'C. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201. Free loan.

   Engagement: Romance and Reality. McGraw-Hill Book Company, Text-Film Division, 330 West 42nd Street, New York, New York 10036. Rental fee.

   Modern Women: The Uneasy Life. Parts I and II. #1-31771 and #1-31772. Dade County Schools.

   Phoebe - Story of a Premarital Pregnancy. 29' BW. McGraw-Hill. Florida State University, Audio-Visual Service, Tallahassee, Florida. $5.00 rental fee.

AUDIOVISUAL MATERIALS (Continued)

2. Films (Continued)

Psychological Differences Between the Sexes. McGraw-Hill. #1-13829. Dade County Schools.

To Be a Man. #1-14219. Dade County Schools.

To Be a Woman. #1-14218. Dade County Schools.

To Be in Love. #1-14220. Dade County Schools.

Worth Waiting For. Brigham Young University, Department of Educational Media Services, Provo, Utah 84601. Rental fee.

3. Filmstrips

And They Lived Happily Ever After? Understanding Teenage Marriage. Guidance Associates, Pleasantville, New York 10570. Includes two sound filmstrips. $35.00.

Being Responsible About Sex and Love. Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois. Series of 2 sound filmstrips. $16.50.

Love and Marriage. Guidance Associates. Includes two sound filmstrips. $40.00.

Masculinity and Femininity. Guidance Associates. Includes two sound filmstrips. $40.00.

Reflections of Myself: The Adolescent Experience. Guidance Associates. Includes two sound filmstrips. $35.00.

Sexual Values in Society. Guidance Associates. Includes two sound filmstrips. $40.00.

What is Marriage? Guidance Associates. Includes two sound filmstrips. $35.00.

Why Wait Till Marriage? Society for Visual Education. Series of 4 sound filmstrips. $38.00.

Resource Agency

Council for the Continuing Education for Women
Miami Dade Junior College, Downtown Campus
141 Northeast Third Avenue
Miami, Florida 33132
Contact Person: Mrs. Elizabeth Kaynor
Source of bibliographies, ideas for activities and speakers on changing roles of women.

APPENDIX

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

Male Workers More Equal Than Female Workers?
No! All Workers Are Equal.

The Myth	The Reality
A woman's place is in the home.	Homemaking is no longer a full-time job. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for "pin money."	Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 5.7 million were married and had husbands with incomes between $3,000 and $7,000--incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.9 days a year for women compared with 5.2 for men.

★U.S. GOVERNMENT PRINTING OFFICE: 1971 O—424-047

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 - Price 10 cents

Stock Number 2902-0041

Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.

While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. The 1968 rates for accessions and separations in manufacturing for men and women were 4.4 and 5.3, and 4.4 and 5.2, respectively, per 100 employees.

Women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home and the unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced, or separated women working or seeking work support themselves and their families. They also need jobs.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Jobs, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 decennial census. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	*Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.*
The employment of mothers leads to juvenile delinquency.	*Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.* *These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.*
Men don't like to work for women supervisors.	*Most men who complain about women supervisors have never worked for a woman.* *In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.* *In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.*

WHEN I GROW UP I'M GOING TO BE MARRIED

A Game Which Illustrates How Time and Circumstance Affect Women

Background and Purpose of the Game: When you ask a little boy what he is going to be when he grows up he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on work. Most little girls say they will be married, period. Data of the U. S. Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following: the average life expectancy of women today is 75 years; 9 out of 10 girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period during their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; at least 1 in 10 will be widowed before she is 50; at least 1 in 10 will be heads of their families; probably 3 in 10 will be divorced; only 1 in 3 girls plan to go to college; most girls do not see themselves as achievers; most girls have not been trained or influenced to deal with the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose between a family and a career.

The game has limited purposes, but can serve as a start toward these goals: (1) To give girls a greater awareness of the realities of women's lives, e.g., that most will have a family and a career whether they plan for it or not; (2) To give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred; and (3) To motivate girls to alter their immediate and present plans to avoid possible pitfalls.

Instructions: Ten girls can play (variations are possible). Each girl is given a numbered profile with 4 facts which correspond to the marital, childbearing, work, and college statistics above. Each in turn is asked to build an "ideal life " around these facts, indicating at which periods in her life she will be doing what. The adult leader notes on a duplicate set the plans of each. The first girl is then asked to unstaple the covered bottom half of her profile, and to read the "chance factors" aloud to the group. The chance factors deal with divorce, failing family finances, boredom at home, promotion for the wife which require the family to move, and other "happenings." Keeping the particular girl's aspirations in mind, the other 9 girls are asked to contribute suggestions on how to cope with the problem which has developed. They are then asked how early planning might have prevented the problem. This process is repeated until each girl's altered life has been dealt with.

State of California Advisory Commission on the Status of Women, 1108 14th Street, Suite 106, Sacramento, California 95814

051270

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 1

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors No. 1

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it. What do you do?

Profile No. 2

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You complete your college education before marriage.

Chance Factors No. 2

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town.. Opportunities for your husband in New York are unknown. How do you approach this situation?

Profile No. 3

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before marriage.

Chance Factors No. 3

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years. What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 4

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before you marry.

Chance Factors No. 4

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places -- is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enought to live on and there is very little community property -- pretty much just clothing and furniture. How can you cope?

Profile No. 5

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete two years of college before your marriage.

Chance Factors No. 5

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long. How will you cope?

Profile No. 6

You will live to be 75 years old.
You will marry.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors No. 6

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are very interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38. What will you do the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period during your life.
You will not go to college before your marriage.

Chance Factors No. 7

It becomes apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation. How can the family cope?

Profile No. 8

You will live to be 75 years old.
You will marry and have children.
You do not go to college before your marriage.

Chance Factors No. 8

In your senior year in high school you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old. What do you do with the rest of your life?

Profile No. 9

You will live to be 75 years old.
You do not go to college before taking your first job.

Chance Factors No. 9

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one. What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 10

You will live to be 75 years old.
You will marry and have children.
You will work outside the home for some period in your life.
You complete 3 years of college before your marriage.

Chance Factors No. 10

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce laws, he can do this, and there is nothing you can do about it. Since you are "able bodied" you get no alimony, but you get child support until the children are 18, and you get the house, but is is only half paid for. How will you cope?